

Approaches and Organization of Foreign Language Teaching to Students of Technical Universities

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Abstract *Today, the global goal of mastering a foreign language is the opportunity to participate in the dialogue of cultures. The article discusses the features of teaching a foreign language to students of technical universities; organization of foreign language teaching in a functional context, basic principles of teaching English as a foreign language.*

Key words: *education, abilities, knowledge, foreign language, methodological approaches.*

Introduction

Today, the role of the teacher in the pedagogical process is changing significantly, thanks to the development of innovative technologies, is changing its monopoly as the only source of knowledge. Nevertheless, the organization of teaching foreign language to students of a technical university in a functional context presupposes the implementation by the teacher of certain functions that in one way or another contribute to the process of organizing students' knowledge. These functions include: the management function (allows the teacher not only to correct the student's actions, but also to make changes to the structure and content of the educational process and, on this basis, to adjust his educational program; in connection with this, there is an increase in the cultural mental activity of the young person); teaching function (it is closely related to the control function, when, for example, control tasks contribute to the completion of educational tasks, which is most clearly manifested in receptive types of speech activity - reading and listening; in this regard, the teacher promotes the formation of communication skills); developmental function (associated with the development of such qualities of a student's personality as independence, perseverance, determination, critical thinking, self-control, including the development of memory, attention, perception, etc., which is very important for the organization of knowledge); feedback function (this is the control of the teacher, obtaining information about the level of preparation of students, which helps the latter to act meaningfully and systematically in the course of their cognitive activity); evaluative function (associated with the assessment of the student's cognitive activity, when the teacher makes a judgment about the quality of its progress, the degree of activity of the teenager and his motivation to organize his own knowledge); diagnostic function (allows teacher to determine the student's level of proficiency in the language being studied, skills and acquired skills at a specific stage of training; allows teacher to identify gaps in the student's professional preparedness, as well as identify the causes of the gaps); stimulating function (associated with the psychological aspect, when the student is stimulated through control to educational activities, for example, when preparing for a test or exam) [1].

METHODS AND RESULTS

The methodological basis of the article is an understanding of the learning process and the dialectical method of cognition. In this regard, the following methods were used in the study: oral and written interviews; pedagogical observation; generalization of teaching experience; analysis of research results.

The fundamental principles of teaching a foreign language are closely interrelated and form a single system designed to ensure the achievement of goals related to the organization of an individual's knowledge [2]. Based on the problem posed, these principles can be arranged in the following sections:

1) Didactic principles- the principle of consciousness (assumes the ability to independently choose the form of organization of linguistic knowledge); the principle of strength (ensures the retention of language material in the student's memory and the possibility of using it in various communicative situations); the principle of activity (implies the student's speech activity in order to enhance cognitive activity); the principle of professional competence (characterizes the ability to carry out professional activities based on knowledge of a foreign language);

2) Psychological principles- the principle of motivation (based on the student's understanding of his own motives for foreign language activities); the principle of gradual formation of speech activity skills (determines the dynamics of changes in the structure of speech activity in the process of teaching a foreign language); the principle of individualization (includes personal, subjective and individual individualization, when the activation of the sphere of desires and interests comes to the fore; readiness for effective methods of working on language, taking into account one's own innate abilities); the principle of taking into account adaptation processes (implies the development of the ability to correctly plan one's cognitive activity);

3) Linguistic principles- the principle of systematization (allows us to consider language as a systemic formation consisting of interrelated elements of different levels); the principle of concentricity (provides for a clear selection and introduction of lexical and grammatical material in order to participate in verbal communication already at the early stages of teaching a foreign language); the principle of functionality (helps to construct statements regarding the form and meaning of grammatical phenomena in their unity);

4) Methodological principles, consisting of the following groups: general methodological principles (communicative orientation of learning a foreign language; taking into account the characteristics of the native language; maximum use of exercises); The modern practice of improving the foreign-language training of students as a form of organizing their knowledge is the focus of psychological and pedagogical science, where various pedagogical approaches to achieving this goal are studied.

It seems to us that the most productive methodological approaches to teaching students foreign language in the context of organizing knowledge are the following approaches: 1) humanistic approach (creating conditions for the active and free development of the individual in activities; the opportunity to choose one's own way of mastering the language; a feeling of protection from criticism and persecution for errors); 2) a student-oriented approach (independent selection of tasks of varying complexity and volume; varying the pace of learning educational material; using individual creative tasks to create a situation of success); 3) practice-oriented approach (language learning based on the active professional activity of the individual and his personal interest in acquiring knowledge); 4) integrative approach (a holistic view of one's own cognitive activity "from one's own point of view" based on a qualitative selection of linguistic and speech material when studying a foreign language).

An individual approach is most often used to organize students' knowledge when teaching them a foreign language. The approach is aimed at ensuring that young people independently select

information, work with it and use it in oral or written communication. To do this, students actively use formats such as round table, debate, discussion, presentation, five-minute speech, as well as presentation of projects, which can be presented, for example, in the form of a television presentation. These are non-standard events designed to improve the forms of knowledge organization when teaching a foreign language [8,2202]. The use of non-standard activities is widely practiced today, as they contribute to sustainable motivation for learning languages, and therefore readiness for independent learning. In addition to the above formats, we also include the following activities in the form of competitions and games (competition, games, role play, quiz, etc.); activities that resemble public forms of communication (press conference, auction, rally, etc.); classes using traditional forms of extracurricular activities (play, concert, performance of a work of art, etc.); classes based on forms, genres and methods of work known in social practice (research, analysis of originals, comments, interviews, reportage, review, etc.).

These and other forms of organizing knowledge when teaching foreign language widely use the capabilities of the Internet, which significantly expands the range of real communicative situations, this increases the motivation of students, and allows them to apply the acquired knowledge and skills to solve real communicative problems. At the same time, the student can independently work on the language, using certain types of exercises related to the development of writing, listening, speaking, etc. skills.

Currently, methodological science is showing increasing interest in the extra-linguistic conditions of linguistic communication, in the intellectual level of students, and in their knowledge of the world at a general cultural level. This determines the cultural and intellectual orientation of modern methods of teaching foreign languages, which selects as its object a linguistic personality that implements the necessary lexical and grammatical constructions that correspond to the norms of speech activity of persons from different language communities [11,556]. That is why teaching students foreign language as a form of organizing their knowledge should be presented as a process of transferring linguistic and cultural experience (the basis of this experience is the attitude of young people to themselves, to the world and the surrounding world).

Considering the increase in the general cultural level of students' knowledge, we came to the conclusion that the process of teaching foreign language is a process of personal development of a young person within the framework of his development as a linguistic personality. Modern researchers consider the concept of linguistic personality as a constantly evolving category, which reflects both substantive and procedural aspects [5]. The first aspect, as a rule, concerns the diversity of knowledge involved in the process of teaching the subject "Foreign language". The second aspect is, in fact, the skills and abilities to use the acquired knowledge for the purposes of oral and/or written communication. Consequently, if we talk about the personal development abilities of the process of teaching foreign language, we mean the development of the personality as a whole, both its cultural (linguistic) aspects and intellectual (cognitive) aspects, which manifest themselves primarily in language. Therefore, the development of linguistic personality characteristics (linguistic abilities, skills, readiness for speech actions), making students capable of being effective participants in intercultural communication, is a strategic goal of teaching students the target language as a form of knowledge organization. It is important that the selected learning content is relevant to the students' experiences and interests, and that it is comparable to similar experiences of their peers from other cultures [20].

CONCLUSION

The goals of teaching foreign language at each level of study at a technical university must take into account the principle of the relationship between the goals of teaching the language being studied and general educational goals. The success of teaching students foreign language depends entirely on how well the educational model of the university being created corresponds to reality and actual practice in the chosen field. Teaching foreign language is designed to satisfy the individual educational trajectory of each student and their further self-education (that is, there should not be strict regulation of specific teaching methods and methods). The sociocultural aspect of the goal, the variety of functional types of language studied, attitudes related to increasing the philological culture of students with expanding their general cultural horizons, increasing the intellectual potential of students with the possibility of using a foreign language in future professional activities should be universally implemented in higher education. Thus, focusing on an individual strategy for the development of a student's personality naturally leads to a change in the ratio of regulatory requirements for the quality of education and requirements for self-determination, self-education, independence and self-realization in educational and professional activities.

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